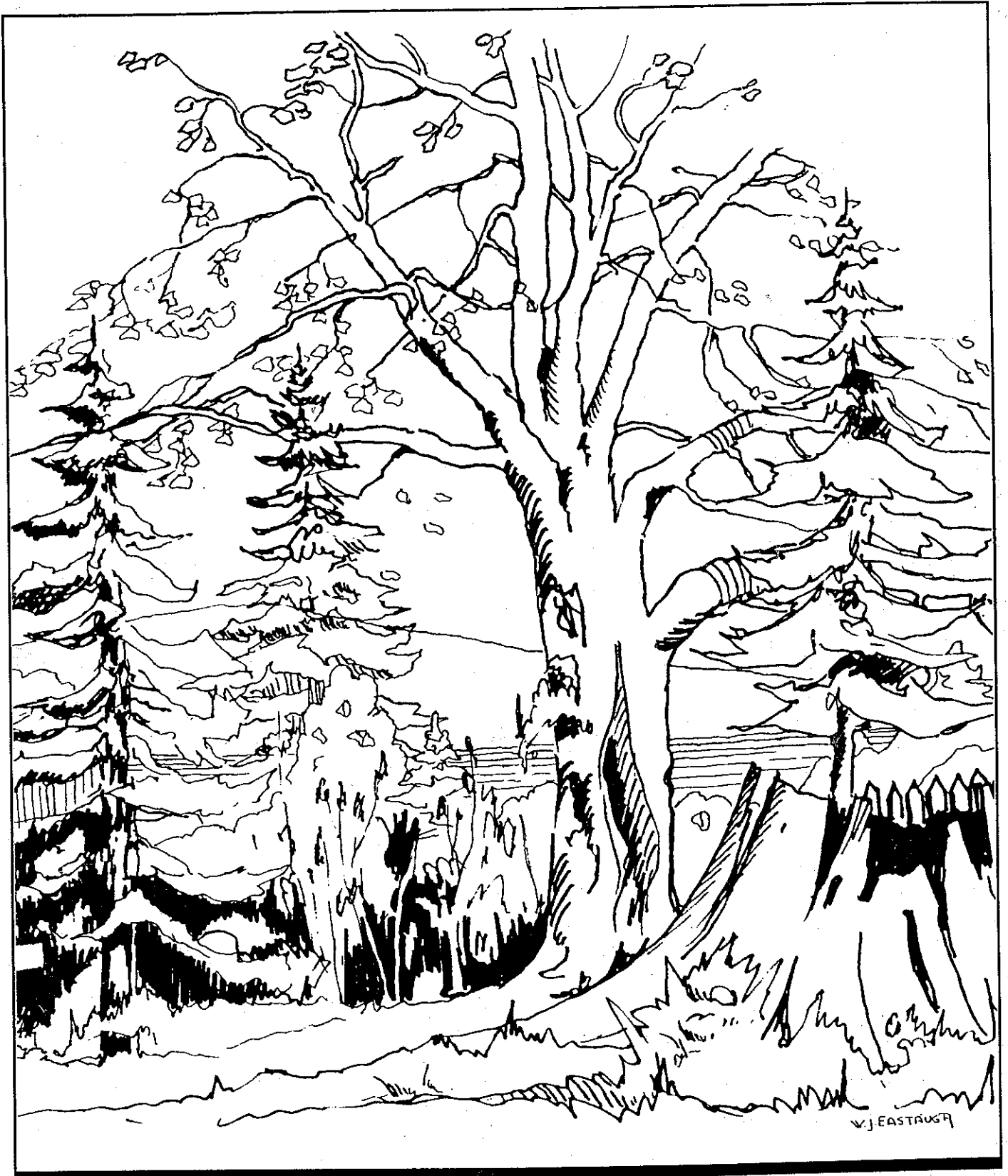


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Volume 4, No. 1
December, 1991

Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION



ISSN: 0840-8114

Pathways

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We ask that the product or service be:

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2. quality people, equipment, resources or programs.

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Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

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State of the Art

Cover art and selections within from W. J. (Jack) Eastaugh. See new column Sketch Pad. Conference logo by William Edwards. William has been involved in graphic design for a wide variety of organizations. He was a member of the COEO 91 Conference Planning Committee.

Pathways is printed on recycled paper. 

We begin Volume 4 with this issue. Our evolution demanded the formation of an editorial board together with a technically-oriented Jack-of-all-trades, ready-to-fill-any-holes-Chairperson, Dennis Hitchmough. The editorial board was also well served in turn by hardworking editors-in-chief, Bruce Murphy, Carina Van Heyst and Dennis Hitchmough. The evolution, of course, most importantly involved the interest and support of all COEO members in offering feedback and sending the needed material for the journal to exist. Congratulations! We are well beyond the "getting started" orientation, and *Pathways* is now a confident and established journal for both COEO members and many others.

We are currently involved in a further stage of evolution. With the departure of a tired and busy Dennis Hitchmough and the "on to other things" status of several members of the initial editorial team, we are in a rebuilding mode, not unlike Hockey's Edmonton Oilers (perhaps even like the ever rebuilding Toronto Maple Leafs). With this issue, please note the departure of Jim Raffan, Ralph Ingleton and Carina Van Heyst. Also note the welcome addition of Mary Jeanne Barrett, Bruce Murphy, Merrily Walker and Barrie Martin. Note the continued work of Clare Magee and Arnis Pukitis. Expect to hear from us and please contact anyone of this group to share ideas. If you would like to join the Editorial Board for *Pathways*, please contact Mark Whitcombe or Bob Henderson.

The format of the pathway continues to serve us well. Let's review the journal's layout. The six issues per year usually include three to six features, more than one half of the journal's content. The remainder is comprised of regular columns. With this issue we would like to expand the column options and begin to think of them as irregular columns in hope for more variety with our content. The columns

include the following:

- Editor's Log Book
- Outlook, a report from C.O.E.O.'s president
- In the Field, a report of an Outdoor Education program
- Backpocket, a sample lesson plan, introduction to resources
- Tracking, upcoming events, resources, past events of interest
- On the Land, an environmental awareness update
- Reading the Trail, a review of useful materials, a book, learning kit, computer program, musical cassette
- Explorations, a report on current research (Bert Horwood, our regular research columnist would like to pass the pen, given upcoming travel plans. Alan Watson will help keep this column alive and well.)
- Prospect Point, any ideas, opinion, comedy, concern

New column additions include the following:

- OPENING THE DOOR, samples of student work, kindergarten to university
- THE GATHERING, a regular update on the exciting ECO-ED conference planned for October 1992.
- OUT OF THE PAST, a figure or story from the past with great relevance to the present
- SKETCH PAD, an expanded biography of our featured artist

Any ideas? Letters to the Editor continue to be in short supply. They are valuable as a critics forum concerning outdoor education, *Pathways* and COEO. It is hoped that members will be approachable or initiate column submissions to keep these columns alive and our collective voice strong. Your best guide concerning length and style is to review former issues. Hearing from you is key. An expanded and

full column layout should provide some focus for shorter and frequent submissions.

Mark Whitcombe and Bob Henderson will co-chair the editorial board. All submissions should be sent to Mark Whitcombe, 34 Blind Line, Orangeville, Ontario, L9W 3A5 unless contact is established specifically or preferred with another on the editorial board. The board meets four to six times per year to assess, review and plan ahead. It is worth repeating that without COEO members'

input, we have little to talk about and little from which to create *Pathways*. If you don't, it won't happen, or rather, if you do, it will. Thanks to all those who have responded quickly and with such interesting material following the annual conference at Canterbury Hills.

This issue is focused on the '91 conference and introduces three new columns.

Bob Henderson



Throughout the past year I felt tremendous satisfaction in being a volunteer and working in the capacity of President for the Council of Outdoor Educators of Ontario. It was a rewarding experience to work with such a dedicated group of individuals whose activities truly reflect the goals and objectives of the Council.

I am sure that you can appreciate the amount of time and expertise that the directors, appointees and countless other volunteers have committed to the council during the past year. To give you a brief overview of some of the accomplishments of 1990-91 I draw your attention to:

- improvements in membership processing with the purchase of new computer software
- the continued success of regional workshops and special events
- liaison with affiliate agencies — provincially, nationally and internationally
- significant progress in the enhancement of COEO's profile
- the success of *Pathways, The Ontario Journal for Outdoor Education*
- a second Teacher Education Technician position, in cooperation with the Ministry of Natural Resources (Leslie Frost Natural Resources Centre, Dorset)
- financial stability
- the preparation of a revised conference planning manual for COEO volunteers
- the investigation of establishing a permanent office for the Council
- and ongoing preparations for ECO-ED, A World Congress for Education and Communication on Environment and Development, in 1992.

On behalf of the Board of Directors and membership of COEO, I would like to

thank Judy Simpson, Bob Takeda, Ginny Moor, Jan Heinonen, David Royle, Larry Aiken and Dennis Hitchmough for their dedication and support of the council of the past year.

As the Board of Directors begins a new year of responsibility I would like to introduce you to the new members of the Board: Joan Thompson, Jim Gear and Barb Weeden, Directors at Large; Judy Halpern, Secretary; Linda McKenzie, Northern Region Representative; and Ian Hendry; Eastern Region Representative. Glen Hester, as you will recall, held the position of Secretary last year and we welcome him back as Vice-President. To the returning members of the Board — welcome! I look forward to working with you all, and to a successful and exciting year.

The Board will be meeting the weekend of November 1-3, 1991 at the Mono Cliffs Outdoor Education Centre near Orangeville. The weekend meeting is designed to orient new members to the functions of the Board and assign various tasks that have been identified. Two items of significant importance to COEO members are the ECO-ED Congress and the establishment of a permanent office for COEO. Joan Thompson reports on ECO-ED in this issue of *Pathways*. With respect to a COEO head office, we are continuing discussions with various agencies regarding accommodation and services and also the aspect of funding. If you would be interested in volunteering to assist us in this endeavour please contact me for further information.

In closing I would like to encourage you to keep the communication between yourselves and the Board members strong! The contact list for members appears on the inside cover of the journal. Your input is valuable and vital to the success of COEO!

Kathy Reid
President

CONFERENCE PACKAGE

To capture the spirit of a conference is next to impossible. But let's try anyway. This Conference '91 package of presentation handouts, requested writings and participant impressions is meant to capture the "natural spirit" of the Canterbury gathering.

David Stokes was a constant and dynamic presence. The country ramble walk on the wild side involved an extended hike for all conference participants, with a travelling session and a picnic lunch comprising most of Friday. Nairn Galvin was among four presentors at the Conference concerning spiritual pathways. We have already heard from Bert Horwood and the Reverend Bill Thomas in previous issues of Pathways.

Finally, the conference had many new faces which was a delight for all. Their energy and impressions presented here are interesting and valuable.

The Editors

Interpretation for Young Children: Encouraging a Sense of Wonder

*by David W. Stokes, Keynote Presenter for Conference 91
Assistant Director for Education, Schlitz Audubon Center of the National Audubon Society*

Which nation is the most powerful nation in the world?"

"Why, IMAGINATION, of course."

As interpreters, teachers and parents, we have unique opportunities to open doors for children, encourage the sense of wonder and to "follow their lead." The single most important thing to remember is, "*start where the child is, not where you are.*" How do we weave together the imagination, the sense of wonder and give the child "ownership" of the experience? It is not easy, but there are ways!

A friend of mine, Bill Brennan says, "kids want to move and make noise." If we want them to sit still and be quiet, we are in for a rough time, unless we *motivate them* to sit still and be quiet. Children react more to what we do, then to what we say. We can use this to our advantage. Spend some time

trying to create an exciting learning experience. I key into nature as the opportunity arises, but make sure I can fill the gaps with solid learning. In *Reaching for Connections*, volumes 1 & 2, I have compiled solid activities that work with children.

The word Education comes from the Latin word, EDUCARE, which means to lead or to guide from, not to tell or to dictate. I try to avoid being caught in the walk and talk routine — Billy B. calls it "drag and brag" — unless the group specifically requests that style of presentation. With children, especially young ones ages 2-10 years, the walk and talk often loses them. We have to become more exciting than the television. What advantages do we have? We are live and real. So, be alive and real!

Make sure you have a plan, even a simple

I try to avoid being caught in the walk and talk routine.



one on a 3 x 5 index card. I list each of the common senses, and plan at least one activity with each sense. I leave taste out unless we have a snack or can refer to eating. Remember the Chinese proverb: *I hear . . . I forget; I see . . . I remember; I do and I understand.* Take along 3-dimensional objects to enhance what you see and talk about, as well as golden guides or photos to "see" what is hard to show. See *Reaching for Connections*, vol. 2, for a good list of the Outdoor Teaching Bag.

Lastly, make sure you look like you are having fun. If you look like you have a stomach problem, I guarantee it will affect

the learning, both cognitive and affective. SMILE!

For those who are interested in my books and/or audio cassette of songs, stories and activities, THE FROG CHORUS, contact me at the following address. Tapes are \$11.50 with word book, books are \$5.50.

David W. Stokes is the Assistant Director for Education, Schlitz Audubon Center of the National Audubon Society, 1111 E. Brown Deer Road, Milwaukee, WI 53217 USA. (414) 352-8562 (H) (414) 352-2880 (W)

SCAT RAP

*by Great Smoky Mountains Institute at Tremont
Townsend, TN 37882 USA*

on tape: *I Love the Earth*, \$10 US funds, contact David Stokes

CHORUS:

It starts with an "S"
and Ends with a "T"
It comes out of you
and it comes out of me.
I know what you're thinking
it could be called that.
But be scientific
and call it SCAT!

1. Walkin thru the woods your nose goes, "ooh",
You know some critters' "scats" near you.
It may seem gross, but that's okay
Got no toilet to flush it away.

CHORUS

2. Wanna find out what animals eat
take a good long look at what they excrete.
Stuck in the scat are all the clues
Parts of the food their bodies can't use
like Bones and Fur, Bones and Fur.

CHORUS

3. Park your car near a woods or field
gonna find scat on your windshield.
It's full of seeds, purple and white
Just got bombed by a bird in flight.

CHORUS

4. Tell's us what they eat, tells us who they are
that's what we know about scat so far.
If you want to find out who in the woods around
take a long look what on the ground.

CHORUS

*Thanks to David Stokes for this informative
song — a hit at Conference 91.*

COEO Conference '91 Walk on the Wild Side

Earth Energies

Facilitator: Clare Magee

Activity: Exploration of "Earth Energies" and their application to Environmental Education

Age level: open, receptive people

No. of people: 1-20

Objective:

- To help participants become aware of the functioning of the Human Energy Field, and a similar energy field surrounding each living organism.
- To help develop participant's "feel" (perception) of energy field connections to the natural world.
- To explore the potential applications of energy field sensing for outdoor/ environmental educators.

Process:

1. Fun, get-acquainted exercises. Name Game, People Pass, etc.
2. An elemental but meaningful look at the Human Energy Field (read "aura"), the similar energy field surrounding all things in nature, and the Universal Energy Field. The H.E.F. has been documented by Kirlian photography and has been perceived by people with high sense perception for scores of years. Kirlian photography has also been scientifically shown as (to our science-based, western culture minds) the energy field surrounding cats, dogs, leaves of plants and all things natural. This



vibrational energy that we all emit and receive seems to let us interact with other organisms on the planet both through direct field to field contact and through what is termed a Universal Energy Field. Older, more nature-rooted cultures than ours have known this U.E.F. for centuries and it is variously called: China—Chi; Japan—Ki; India—prana; Hawaii—mana; North American Native, (Iroquois)—Arenda; Russia, (modern scientific studies)—"bioplasmic energy."

Most of us have not developed any sort of high sense perception or "feel" for these energies. It may be that we are all capable of developing these senses to higher levels.

3. The above abstracted information was punctuated with exercises to try to have participants "feel" some energy exchange.
4. Flow of talk, exercises, walk to new location.
5. Discussion of the application of this material to one's personal life and to environmental education.

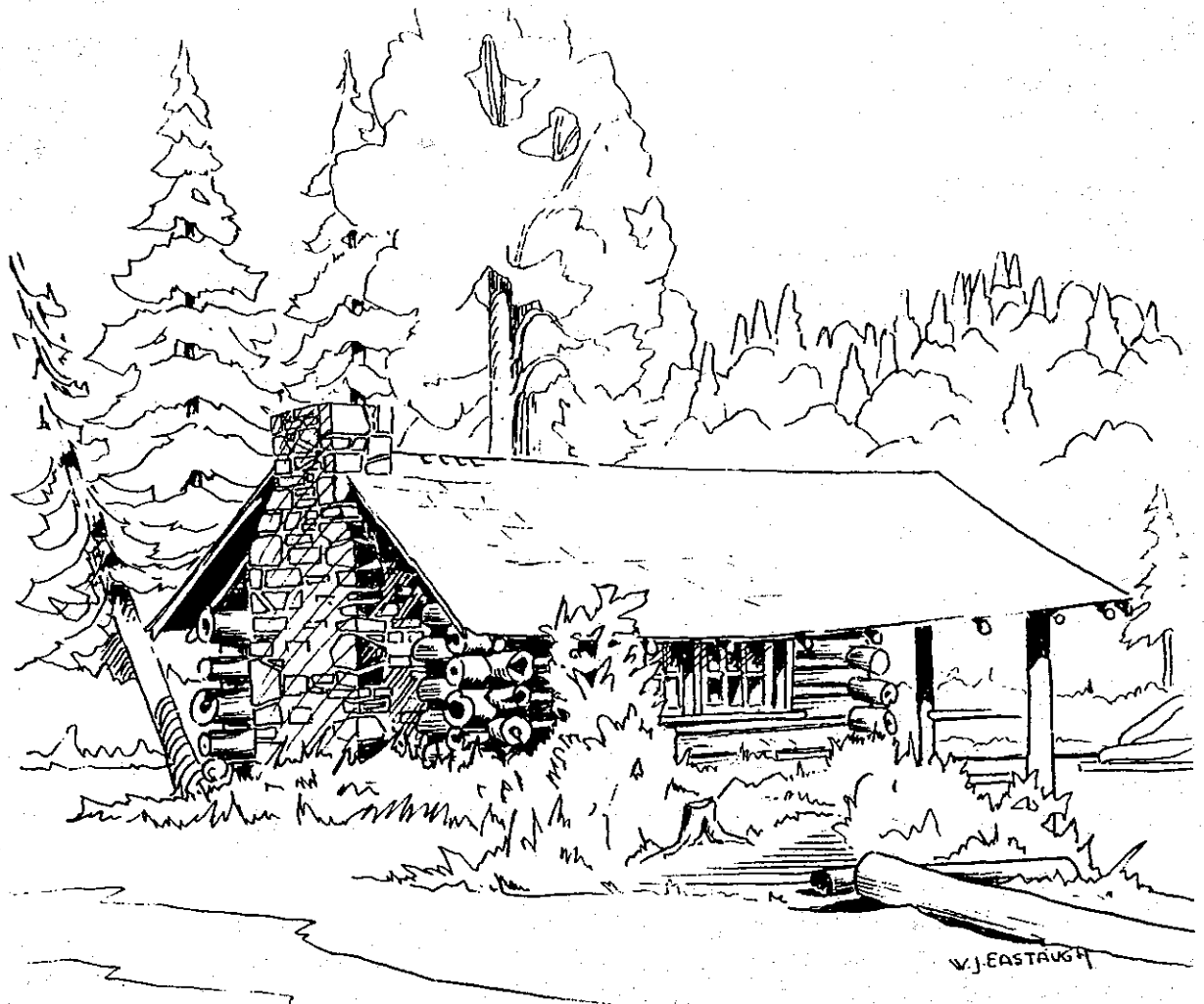
To help develop participant's "feel" (perception) of energy field connections to the natural world.

Key Points:

1. The potential applications to outdoor/ environmental education of this material are enormous. If we can begin to perceive/"feel" these natural energy connections, then what a strong total tie we can feel to everything on the planet.
2. This session was conducted to make participants aware of this "new/old" area of exploration for themselves. Adaptations of this material to regular outdoor programs will come only after a definite comfort level with the material is held by the leader/facilitator.
3. This facilitator is not an expert in the above phenomena. He is sufficiently convinced of the existence and potential of these to pursue further personal investigation and to risk sharing this "new/old" material with others.

Books:

Rolling Thunder by Doug Boyd, Delta, 1974
Hands of Light by Barbara Ann Brennan, Bantam, 1987



Making Connections . . . It's Easier Than You Think or Japanese Viewing Party

Facilitator: Margit McNaughton

Gardening is said to be the #1 activity for the 90's. Even garden clothing will become the "in" thing to wear. As outdoor educators, we will be welcoming these trends as they will be bringing people closer to nature and making some important connections to mother earth. The Japanese people have always had a special relationship with their gardens. Today our group viewed Nature's Garden in a setting that could be called "The Japanese Viewing Party." Our group was prepared for this party by listening to a number of thought provoking quotes, phrases, and snippets of wisdom from a variety of sources (listed below). In silence, individuals were led to their own viewing seat. Participants simply got comfortable, sipped on Japanese herbal tea and watched nature's own show. After what seemed to be an appropriate amount of time, the group was collected and brought to an area where they could discuss and share what they saw.

This activity seems to fit nicely between Steve van Matre's "Magic Spot" a short activity designed for kids to sit in their own spot quietly, and "A Council of All Beings" which is meant for an older group and can take two days to complete. Other similar activities can be found from Joseph Cornell's newest book *Listening to Nature*.

In my own efforts to re-connect with nature I have found it most effective just to sit down, stop the normal hectic flow of activity and listen and look. Once you do this just a few times it's easier than you think to make that connection with the natural world around us.

A special thanks to Liesel Knaack who suggested this activity to me. She has

participated in 3 Japanese Viewing Parties at Queen's University last year.

List of Sources:

- The Earth Speaks*, Steve van Matre, Bill Weiler
Spiritual Ecology, A Guide to Reconnecting with Nature, Jim Nollamn
Sisters of the Earth, edited by Lorraine Anderson
Thinking Like a Mountain, Towards a Council of All Beings, John Seed et. al.
Listening to Nature, How to Deepen Your Awareness of Nature, Joseph Cornell



Connections

...inspired by Group Blue COEO Conference '91
and the Dundas Valley.

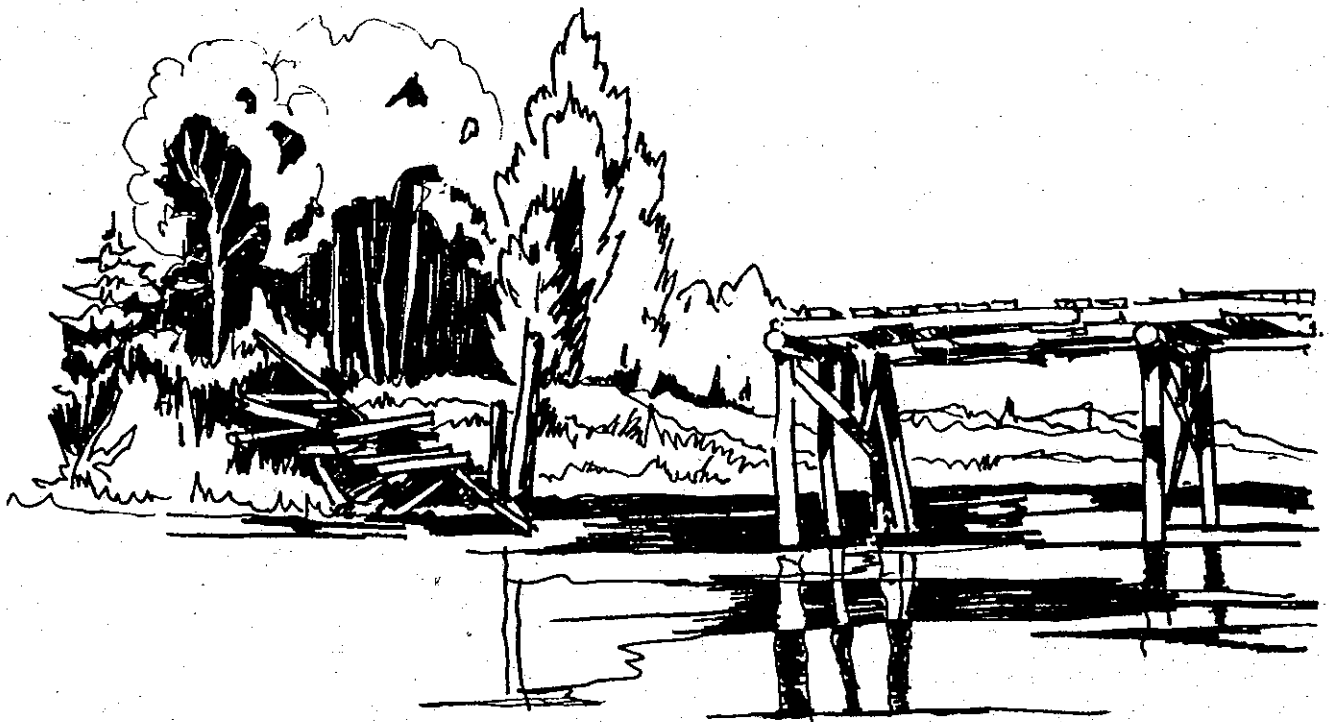
As I lie here with my eyes closed
 I wish I could stop myself more often
 ... the sounds of crickets or bugs - a high pitch calmness
 that makes me feel like I belong
 and also cries out to me to try harder.
 "You mean well... you love this planet... but help us...
 preserve us."

The cool fall breeze blows across my skin
 it kisses me with a refreshing crispness
 ... and causes me to inhale deeply and exhale with
 feelings of love and thankfulness.
 "I'm happy to be here ... I'm happy to be alive."

When I awake I am eye level with the colours
 of autumn
 the grey dryness of the grass lashes in the breeze
 with the wild flowers
 ... white, purple and golden
 It all dances before me with beauty that
 could never sufficiently be described in words.

You need to be here or there and to look and really see...
 the plant's stem, the tree's trunk, our bodies to
 our feet that lead to the earth beneath us
 And not only see but to sing and yell out loud
 ... at the top of our lungs
 "Yes... I will help you for it is me who is
 dying too."

Monica Huggins &



*"Imagination,
we have it,
because we do
not have enough
without it."*

Spirit Visits Country Ramble Contribution

Facilitator: Bob Henderson

In the 1330's book *Essays in Idleness*, the Buddhist priest Kenko wrote:

The pleasantest of all diversions is to sit alone under the lamp, a book spread out before you, and to make friends with people of a distant past you have never known.

Certainly, the idea is advanced by having that "friend" there in the flesh, or as a ghost. Well, as a facsimile of sorts. A spirit visit! Along the trail, we were visited by three such friends. One visitor was somewhat questionable in this friendship role. A Windigo, that cannibalistic, hairy, lip chewing, wide-eyed, frantic monster common to northern woodland native peoples invaded our serenity. Another friend, Alma Dick-Lauder shared her recollection of life at the Hermitage Manor

home in the early part of this century. In particular, she describes that terrible dinner party when the spark from one of the chimneys set the house ablaze. Alma refused to leave the beautiful Dundas Valley and set up her tent where the recent fire charred eloquent dinner room had once contained a china service gift from the King of Burma. (Perhaps people had time to visit the Hermitage ruins while attending the conference.)

Finally, and throughout our travels together, we enjoyed the company of our guide, an unknown man of the "borderlands," as Grey Owl once called the Canadian northwoods. Our guide knew much of the exploration literature of the Canadian frontier (that is all of the landscape beyond Montreal, if you are Champlain). He shared the stories of the land: Champlain's

solo canoe run of the Lachine rapids in attempts to impress, trapper Curly Phillips' hasty retreat from his Ontario trapline to eventually become a leading Rockie Mountain guide, Grey Owl's extreme behaviours, Elliot Merrick's departure from New York City to the Labrador traplines. Heck, our friend even knew a lot of these guys. But he didn't write a book himself or open up new country, so like so many he remains unknown. He was . . . well, more like a lot of travellers today. He had that wanderlust, that, "somewhere lost beyond the ranges, lost and waiting for you. Go!" Kipling said that.

He did have another passion: that western explorer Mary Schaffer. Oh, how he cherished his autographed copy of Schaffer's 1911 book, *Old Indian Trails*. He went all the way down to Philadelphia to have his copy signed. Imagine, a woman

exploring remote mountain valleys in 1907. And she simply called herself "a hunter of peace." She was his undoing. Her book spread out, was not the making of the pleasantest of all diversions as Arctic Explorers George Back and Sir John Franklins had been. No, her book became an obsession of the heart. Such a kindred spirit so far removed in class and place.

Our traveller/travelling guide did have a message for us before he disappeared into the forest leaving only his ever-present whisper. We learn that too often a successful hike or trip is measured by distance covered alone. Here we had distance. Distance in time and space with people of a distant past you can come to know. In this sense, it had been a very long and arduous walk. Like the poet Wallace Stevens said, "Imagination, we have it, because we do not have enough without it."

*"somewhere lost
beyond the
ranges, lost and
waiting for you.
Go!"*

Walk on the Wild Side — Activity Form

Facilitator: Carol Ray, Humber Arboretum
Tel: (416) 675-5009

Activity: Connections Puzzle: An Introduction to Ecology

Age Level: 7-12

People Involved: 15-40

Objectives:

1. To introduce some basic concepts of ecology: Ecology is the study of living things and their environments. An ecosystem is composed of two basic parts — the living and the non-living. All the living things in the community (plants and animals) are influenced by and are dependent upon the non-living elements.

2. To illustrate the three laws of ecology: Everything is connected to everything else. Everything must go somewhere. Ecosystems are always changing.
3. To determine that the Earth is an ecosystem and people are an integral part of the Earth.

All of these concepts can be learned in this activity. The three main points that are stressed are: (1) water, air, soil and light are the four non-living things that support life; (2) everything is connected to everything else; and (3) people are an integral part of the Earth — therefore anything you do will have an effect back on you, as well as on every living thing sharing the environment with you.

Please note, you could have any number of objectives for this activity. The idea of

The idea of the puzzle is to have a tying together or connecting process.

the puzzle is to have a tying together or connecting process that can be used to develop or explore other concepts.

Preparation:

Tape together 4 large pieces of bristol board. On it paint an earth, showing land, water and a ring around the earth that represents atmosphere. Also use more construction paper to make a round yellow ball that represents the sun.

Cut the earth up into puzzle pieces, trying to keep the land, water and atmosphere separate. That is, a puzzle piece should be just land or just water etc., not a combination. Cut the sun up into puzzle pieces as well. There should be a puzzle piece for every participant. We made 40 pieces. If we don't have 40 students we add the extra pieces at the end when the students are putting the puzzle together. Plasticize the pieces to protect them.

On the back of the pieces write instructions that will lead the students to investigate a study area. The study area could be a local ravine or a school backyard. The activities will relate to soil, water, air, and sunlight. Activities dealing with each non-living thing will be on the appropriate puzzle piece. For example, on the back of a piece of land will be an instruction such as: "Draw something that is turning into soil," or "look on the forest floor for a recycler. Observe it and draw it in action," or "find an animal's home on the forest floor and draw it." On the back of a sun piece might be, "find something that cannot use the sun's energy to produce its own food and draw it," or "draw a picture of something that can use the sun's energy to produce its own food. Show how this 'producer' has adapted to get as much sunlight as possible."

All the instructions should be completed by making a drawing. At the end of the

activity each student should have four drawings, representing soil, air, water and light. The activities will be appropriate to the objectives and to the study area. (See Activities for more details.) You will need lots of small squares of hard paper for drawing, pencils and pencil crayons, magnifiers, bug boxes, containers for dipping in the stream or pond (if stream or pond are available).

Put the puzzle pieces into four bags. Soil pieces in one bag, air into another, etc. Each bag will have a symbol on it, i.e., a blue triangle on the water bag, yellow circle on sun bag, etc. Each student is given one corresponding symbol, which will tell them it is their turn to read an instruction when they come to a bag with the same symbol. Place the bags in the study area in places appropriate for the activities, i.e., put the water bag by the stream, pond or in a moist area, soil bag where students can explore the forest floor or check out a rotting log, sun in the vicinity of green plants, air preferably in an open area.

Process:

Introduction — The group is challenged to determine the four things on the planet Earth that support life by solving a puzzle. The group is also asked to complete the statement that "everything is _____ to everything else.

The puzzle can be presented to the group in a number of creative ways. You can send a mystery letter or a recorded message outlining the task. Or if you are the no-nonsense type you can simply present the task. In any case, the instructions should be clear, and the students should know that the puzzle cannot be solved unless they complete all the activities they are given. The students are told that they are an integral part of the puzzle.



Activities:

Each person is given a coloured symbol which gives him/her the right to take a puzzle piece which has instructions to follow. Four bags are placed in the study area. Each bag has a coloured symbol on the front. The student(s) with the same symbol can take a puzzle piece from the bag and read the instructions to their group. Depending on the size of the group and the time available, the whole group can do the same task or more than one student will take a puzzle piece and the group can be subdivided with different tasks. You will, of course, have determined this already before the group is launched into action. You can have as many as 4 groups of approximately 10 students, each group working at a

different area. The students will rotate to each area/bag.

Upon completing the tasks in all four bags, each student should have a puzzle piece and also some cards with pictures that they have drawn while completing their tasks. At this point all the groups can come together to solve the puzzle.

The students with the same colour puzzle pieces can start working together first. Soon they will have a sun and a circle which represents the atmosphere around the earth. Then they can start to put the soil and water pieces inside the circle to make the Earth.

When the puzzle is completed, students can easily see that the four non-living things that support life are the sun, soil,

water and air. But there is nothing living on the earth puzzle. From here you can discuss how plants use these four things to produce their own food in order to grow and reproduce. Some students will have pictures of plants that they can place on the earth. From here you can make the earth come alive as you discuss various connections that the students have discovered in their outdoor activities. The discussion will

stem from the students' drawings, which can be placed on the earth as a connection is highlighted. Some of the outdoor activities should relate to people so they are part of the connections.

Students will soon see that everything is connected to everything else and that everything is important.

You can go from here to discuss any ecological concepts that you like.

Remember this is only an introduction. You will want to go back and take a closer look at some ecosystems to discover how they really work.

Follow up Suggestions:

Students can choose a plant or animal they discovered during this activity and observe and research it to find out how it is connected in its community. Can the student connect himself to the plant or animal?

Discuss how energy flows through an ecosystem. Explore how students use energy and what is the source of their food, fuel, electricity. What are the environmental impacts of this energy production and use? How could the students reduce the impact in their lifestyles? Get involved in a current issue such as the James Bay Mega Hydro Project find out what's happening, write letters. . . .

Look at cycles in nature: water cycle, carbon cycle, nitrogen cycle, mineral cycle. Discover how people's activities disturb the cycles: acid rain, chemicals in farming, construction. . . .



Explaining Wicca

by Nairn Galvin

"Wicca" is a term used to describe a pagan religion or spiritual path that is currently enjoying a revival of interest. The current revival began in the fifties, resurged in the mid-sixties, and surfaced again in the eighties. The word wicca is Anglo-Saxon in origin, dating from before the 9th century. It has been translated variously as "the Wise Ones" and as a form of a verb meaning "to shape or bend." People using the term to describe themselves often blend the meanings: the Wise are those who understand how the Universe and Nature work, and can shape themselves and events through this knowledge. One of the purposes of using the term *Wicca* is to create a linguistic "circuit-breaker" for the negative images that seem to arise from the European (and consequently, North American) group mind when people in our culture hear the word "witch."

Wicca is pagan, and although it is not

Christian, it is not by its nature anti-Christian. It is not Satanism, which is a Christian heresy. Wicca is a pre-Christian, pagan, nature religion. It is oriented to the seasons, to the cycles of life which we all experience, centering around the worship of a Goddess and God, who themselves embody the great forces of Life and Death. Beliefs basic to Wicca include reincarnation, an implicit love and respect for all beings, and a sense of the currents and tides moving in the natural world.

One more point, there are many different types of traditions of Wicca, but most practitioners accept these beliefs.

For further information, feel free to contact:

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Hamilton, Ontario
L8P 4X2

The Wise are those who understand how the Universe and Nature work, and can shape themselves and events through this knowledge.

Yule: The Winter Solstice

By Nairn Galvin

In traditional Wicca, the Winter Solstice is seen as one of the four Gates of the Sun which mark points of intensity in the yearly cycle of our earth's dance with the Sun. (The Summer Solstice and the spring and Autumn Equinoxes are the other three powerful points.) Each of these days begins one of the four seasons, and each inaugurates a tide of current of energy related to the Sun's waxing and waning in strength, in relation to earth. The Winter Solstice is the

shortest day of the year, but from that point onward, there is more light each day. By seconds and minutes and finally hours, until Springs arrives. A central mystery for us is that at the time of greatest darkness, in the days of leaden grey skills and no apparent Sun at all, on this day, the light is reborn. It is no accident that the early Christian church decided to place the official birthday of Jesus close to the astronomical return (or birth) of the Sun, December 21. Many ancient deities of light have their births at

*It is a spark
of hope for us
to gather into
our hearts,
to hold and
warm with the
breath of love,
to encourage
and nurture.*

this time: Dionysus, Osiris, Mithra.

This year, the Winter Solstice occurs on December 21 at 10:07 p.m. EST. At this time the Sun enters the constellation (and the astrological sign) of Capricorn. As a Festival or Sabbat or Sacred Day, it commemorates the Goddess giving birth to the Sun, the birth of the Light in the midst of the Dark. It is a spark of hope for us to gather into our hearts, to hold and warm with the breath of love, to encourage and nurture until it becomes Spring — in our spirits and in the land. Yule is a promise that the seasons of warmth and green life will come. All the ancient pagan symbols of this time echo this promise — the ever-green decorations, the bright life-red of candles and ribbon and holly berries.

The Star Goddess, the Queen of Infinite Space, gives birth to the Light. The Sun is reborn; we are reborn:

*Queen of the Moon, Queen of the Stars
Queen of the Horns, Queen of the Fires
Bring to us the Child of Promise.
Darkness and tears be set aside
When the Sun shall come up early.
Golden Sun of hill and mountain
Illumine the world,
Illumine us all.
Grief be laid and joy be raised.
Blessed be the Great Mother!*

The mystery of the festival is not just a message of hope, it is a word of courage — hold on! You have the Winter to live through and to work through, but you also have the Light with you, and just as the Goddess held the Light within her body, she holds all created beings — plants, animals, humans, stars, galaxies, and each one of us cradled safe within her arms. She bids us trust and live, and have hope, for the times of warmth and life and love are with us now, and will be manifested in green beauty in the Spring.

A Simple Ritual For Winter Solstice Day

Purchase a red candle to represent the Sun and its life force. Place it in a holder in a safe place with matches nearby. (No lighters, please.)

On December 21st, rise in the darkness before the Sun and light your sun candle.

Remember: bringing light into the world — whether 'the world' is a dark room or a dark planet — is a powerful act.

The candle is lit:

- to encourage the Sun's return
- to connect yourself with the power of the reborn Sun
- to link with the new day and the new Tide's energy
- to harmonize yourself, and through yourself, all life on this beautiful jewel of a planet with the force and the hope of the reborn light
- to affirm in the depths of your heart the light of Love and Wisdom, and to affirm that for all creatures that cannot do so for themselves — you are their sister, their mother, their advocate, their priestess.

You may wish at this point to say the invocation "Queen of the Moon" (see article), in addition to, or instead of the following:

Mother of all living creatures, Guardian of the Fires of Life, bring to us the promised Light. Illumine our hearts and our minds that we may see our own true path and have the courage and will to follow it. Bless all we love with peaceable joy.

If you can, spend some time quietly sitting or standing before the candle. Let its light wash over you. In your mind's eye, see the light of the Sun spread across the land — over your home, your neighbourhood, your city, province, country, your world. This light brings illumination to hearts as well as to eyes; it lifts hopes and

makes a promise of love, life, and wisdom.

Gaze at the candle flame and feel the peace that the light brings.

Touch the candle near its base to ground, or complete the ritual.

If you are to be home this day, leave the candle burning. If not, extinguish before you depart, and light it again as soon as you return home. It should not be used other than in this ritual's context, so let it burn until it is no more.

The Tide of the New Light is begun.

"Yule: The Winter Solstice". First printed in vol. 1, no. 2, *Mother of Thyme*, A Publication of Artemis Enterprises, R. R. #2; Box 54, Dundas, Ontario, L9H 5E2, (416) 628-0596, Winter 1991.

Nairn Galvin has been an active member of the WICCA Community in Southern Ontario for over fifteen years. She lectures for the Religious Studies and Womens Studies Departments at McMaster University. Nairn was a panel presenter for a Sunday plenary session at COEO Annual Conference. The session, titled, "Healing the Earth: Seeking Common Ground," also included Reverend Bill Thomas of Canterbury Hills and Queen's University Professor Bert Horwood. Earlier in the Conference proceedings, Native Elder Jacob Thomas addressed notions of native peoples' spirituality.



Fish Ways

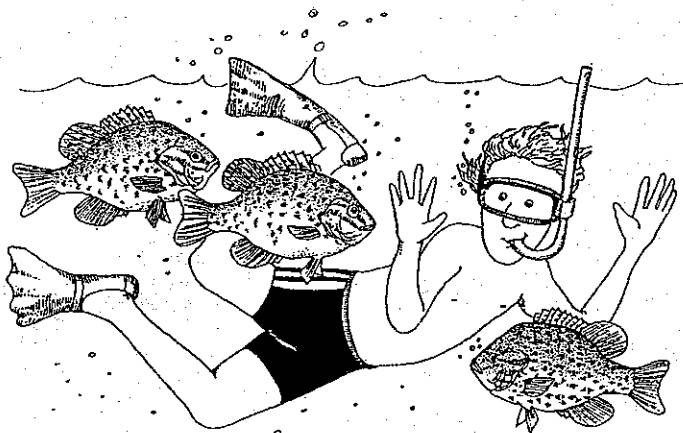
Selected by Dennis Hitchmough

Fish Ways links directly to the Ontario curriculum in science and geography, and can enrich other elementary subject areas.

Introduction

Fish Ways, The Ministry of Natural Resources' newest set of resource education manuals, is now available to all educators of young people. It is an active, hands-on, discovery-based approach to fishes, their habitat and their management for students from 5 to 18.

Developed by classroom teachers, outdoor educators and fisheries biologists, *Fish Ways* links directly to the Ontario curriculum in science and geography, and can enrich other elementary subject areas. Two manuals, one Primary/Junior and the other Intermediate/Senior, provide experiences which match the ability levels of any given age. Each activity or lesson is self-contained, providing all necessary background information, objectives, basic procedures, a means of evaluation, and ways to take the learnings further. Suggested links among activities or lessons make it easy to develop units around particular topics or themes.



A Community of Fish Helpers

Summary

Students will compile a "treasure chest" of information from their local community showing how various agencies, associations and businesses are contributing to the protection and improvement of fish habitats and the wise use of fishes.

Objectives

Students will be able to:

1. Identify at least three different local groups or individuals as "Fish Helpers", and explain how they help fish; and
2. Identify any local groups or individuals who benefit from the wise use of fish resources.

Activity information

Grade level: Junior

Subject: language arts, visual arts, science

Duration: several classes over a period of weeks or months

Setting: classroom, library, the community

Materials

Telephone directory; tape recorders; file folders; file cards; camera with film (optional); box to use as a treasure chest



Procedure

1. Pose questions such as these to the class:
What would make a good fish helper?
Are we a community of fish helpers?
How can we find out: Have the class make a list of potential helpers in the community. Use the following ideas to get started.
 - Are there community youth groups (e.g., Scouts, Guides, 4-H clubs) who may be involved in activities related to fishes?
 - Do any fish or game clubs have programs to enhance fish habitat or to raise fishes? Are they involved in a Community Fisheries Involvement Program (CFIP)?
 - Do local radio or cable TV companies have programs about aquatic ecosystems?
 - Are local companies doing anything to minimize their impact on fish habitats?
2. Assign groups of students to research each contact on the list of fish helpers. Students may choose to write a list of questions and to practise conducting interviews before they approach community members.
3. Arrange trips to the local library and Chamber of Commerce or Tourist Bureau to get newspaper articles, information and pamphlets.
4. Make each group of students responsible for recording its own information and presenting it to the class.

5. Have students collate their information and organize it in a treasure chest. They may wish to share this treasure chest with another class in their school, their community or another community.
6. Have students present ribbons or certificates to the participating community fish helpers.

Evaluation

Have students use the information they discovered to identify any fish needs not presently being met, and suggest these as community projects in a letter to the town mayor and/or the MNR District Biologist.

How To Get Fish Ways

Manuals are available through workshops, or sale to those who have qualified for Project WILD or Focus on Forests. You can obtain a manual at no cost by attending a fast-paced, day-long workshop. There is no charge for the workshop, but you are responsible for your own travel. Contact your local MNR office to find out when workshops will be held near you. WILD and Focus users may purchase manuals at a cost of \$20 each (including GST). For more information, contact the Fisheries Education Coordinator, Ministry of Natural Resources, 5th Floor, ICI House, 90 Sheppard Ave. E, Toronto, Ontario, M2N 3A1. [416] 314-1145

Conference Impressions

At the Annual Conference a general plea was made for new members to submit impressions of COEO and/or the "outdoors" flavour of the Canterbury Conference. Here's a collection!

Observations of a first-time conference attendee:

Walk to RMC hall just far enough and rigorous enough to enable us to sit still for conference speeches and workshops.

Picnic in the forest — ambrosia from the gods — was so beautiful and unexpected that it filled us all with childlike delight.

Lanterns on forest floor another delight. Flashlights hardly needed.

Evening song and dance time much appreciated — especially mixer dances on Friday night. Helps new members to make more contacts.

Banjo-guitar singsong also a treat!

Merrily Walker

Merrily is a teacher with the Lincoln Board of Education. She is a new member on the Pathways Editorial Board.

COEO's annual fall conference left us with some very powerful first impressions. We came solely with the intention of networking on a professional level with other environmental educators. In addition to this, we have come away with a network of new friendships. Coming to the conference we had stumbled upon a group of people with whom we share a passion for the planet and all living things.

We felt welcomed immediately. The unique format of keeping the whole conference group together on the first day was fantastic! With a Friday full of hiking, singing, dancing and eating together, it was impossible not to feel the energy and enthusiasm generated by the group. The sessions offered provided practical,

immediately usable ideas and techniques for teaching environmental values to children. Participants and leaders alike were generous in sharing their experiences with us. It is rare in our experience that people will reveal their passion, emotion and souls to others in a conference setting.

The weekend challenged us to "think like a planet" and to provide environmental opportunities in "our own backyards." In addition it helped us clearly identify our frustrations as classroom teachers. As Skid Crease, and many other speakers emphasized, environmental education needs to be a more integral part of our children's everyday school experience. We want to take our students outside! The success of this goal depends upon stronger and more frequent support from outdoor education consultants and those working at centres. Take the time, make it a priority to help teachers "do it" in their own school yards — please!

Overall, the weekend was inspiring, insightful, rejuvenating and great fun! It was a celebration of a common goal among friends. For us, it added an entirely new dimension to our membership with COEO!

*Deb Furlong
Nancy Dykstra*

Deb and Nancy are elementary teachers with the Waterloo Board of Education.

My First COEO Conference

Just as I was leaving COEO Conference 1991, at Canterbury Hills, a forested retreat, tucked within the Golden Horseshoe of Ontario, after saying farewell one last

time I was asked, "Why have you never come to a COEO conference before?" With one foot in the car and the other on the ground I had to pause. The question required an accurate response. I turned, placing both feet on the ground to answer the question.

After a fabulous weekend of meeting and talking with individuals who shared the same interests, and valued nature as I do, I wondered why I hadn't participated earlier. What a lot of wasted time. It was like I finally returned home to find that I did have brothers and sisters after all. These were people who I had never laid eyes on before.

Like many other subscribers to *Pathways*, for many years I had received the journal, enjoyed articles and liked to keep informed of what was happening in the field of outdoor and environmental education. Yet, the writers were unfamiliar faces. Their jobs were in diverse locations, in areas I had never heard. What boggled my mind from my readings was the question of what sort of person belong to COEO? I glimpsed the adventurous mountain climber, the spiritual sort seeking peace, the academic or intellectual trying to rationalize and define, the enthusiast, the Bark Lake group campers, the traveller, the quest seeker.... In many ways, although we shared the same interest in the natural world I felt like a stranger — and wondered where I fit in. It seemed the group encompassed all sorts of people. The common denominator was an interest, appreciation and respect of nature. Yet despite this diversity in professional background I knew before the conference I would enjoy it because the Earth was at the centre, the reason and love for being there. With this focus, I knew there would be shared understanding. This proved true.

When I first joined COEO I was working as a primary school teacher in northwestern Ontario on a native reserve.

Our school was programming for cultural or traditional native teaching. It seemed then I should align myself with others involved professionally in outdoor education, as many of our teachings were in the out of doors. In a list of organizations at a school library I noticed COEO. So I joined.

During this times of living in remote northern locations I was welcomed into the community, and participated in some cultural activities as was expected. I learned and grew from these experiences. Yet I was never allowed to step fully into the circle. My love and respect grew for a way of life that was different from what I had been raised with. It was a sadness to never truly belong. Having had these experiences I wondered where my brothers and sisters were.

Yet, with Jake Thomas of the Iroquoian Institute near Brantford and his singers and dancers sitting in the centre of our COEO circle and feeling the floor breathe to our footsteps I felt elation. There was a warm feeling and special spirit in the air. This is what I had envisioned I would find some where. It was an occasion for meeting of the minds. It was wonderful to have such a respected Elder address our group, teaching us as we sat and stood in a circle. At the end of Lions Hall the fire in the stone fireplace blazed.

Moreover, this weekend brought me into a circle of my brothers and sisters. It was a group of people who are growing and seeking to protect Mother Earth. The feelings of connectedness to the Creator, one's friend and the Earth were strong. In pockets I heard people discussing a new sort of spiritual consciousness tied to the earth. What was truly heart warming was the feeling of an emergent vision, with that of the October 1992 conference at our doorstep in Toronto. Creating anticipation was the underlying hope in that we are possibly on the verge of what may be a truly

*"Why have
you never come
to a COEO
conference
before?"*

The common denominator was an interest, appreciation and respect of nature.

spectacular event.

I am sorry I missed out on years of past COEO adventures, and I say that with regret. But I have finally found my brothers and sisters who have a connectedness to the earth. Now I have met up with them, at such an interesting time in political history, in educational development, in Native cultural revival, Earth protectionism, and human spiritual evolution I am just glad to be here.

Thanks to all the COEO members who shared their enthusiasm for life and love of the outdoors. You made a stranger feel very welcome. The energy of this collective group with the purpose of Earth care, striving for one strong, clear mind and voice was great to witness, and participate in.

So many times I felt I was partaking in adventure in a mystical forest as we wandered dark winding trails lit by candle light at night, or as we met in circular council under a brilliant sun as knights did in King Arthur's time, or came upon a feast laid out on the forest floor as may have been done in the times of Robin Hood. The organizers of this particular conference attended to incredible detail. A conference of that calibre does not incidentally occur. It is the result of much thought and effort.

I encourage members who have never been to a COEO conference to participate, and join the circle. My weekend at Canterbury Hills was a wonderful experience. Thank you again to all.

This was my answer before returning home, with a full mind and a happy heart.

Jennifer Kottick

Jennifer is working on a Master's Degree concerning native peoples' spirituality. She is currently teaching a grade two class with the Peel Board of Education.

Upon arriving at Canterbury Hills, near Hamilton, I was excited about getting started on the next 3 days of activities. Not only did the selection of sessions interest me but so did the thought of meeting many new people with interests similar to mine.

The weekend flew by and soon I found myself sitting in the annual general meeting on the morning of the last day. Throughout the entire weekend many thoughts and emotions passed through my mind. Overall I had a very positive experience, including having made a huge decision regarding my future aspirations. This decision was to return to school for a Teaching Certificate. I had been ruminating over the possibility for a few months, but attending the COEO Conference reinforced in me the love I have and feel when working with children, especially in the outdoors.

The sessions I chose stood up to my expectations as did the keynote speaker, accommodation and food. Overall I found very few things to criticize about the 1991 Annual COEO Conference, and to all those members who did not get a chance to participate, I highly recommend you to do so sometime in the near future.

Ella Wiustchariuk

Ella Wiustchariuk is currently on staff with the Leslie Frost Centre.

Make Peace with Winter



A Winter conference primarily for teachers
sponsored by the
Council of Outdoor Educators of Ontario

Date : Friday January 31st, to Sunday
February 2nd, 1992

Location : Leslie Frost Natural Resources
Centre, Dorset, Ontario



- Possible Sessions:
- Winter and Science
 - Cross Country Skiing
 - Winter Games
 - Natural Resources
 - Environment
 - Snowshoeing
 - Animals and Winter
 - The Arts
 - Education
 - Birding
 - Change

Fees: \$160.00 Members
\$150.00 Full Time Students

This fee covers registration for
sessions, accomodation, all meals
and snacks, skiing fees, prize draws
and all social activities.



Registration Form COEO Conference Make Peace with Winter 1992

Please fill out a separate registration form for each participant

Name _____ Male _____ Female _____ Employer _____

Home Address _____
street city postal code

Telephone (H) (____) _____ (B) (____) _____ Membership # _____

Accommodation is 2 per room. If you have made arrangements to room with another person attending the conference, please indicate their name _____

Please enclose your fee and mail it to: Nancy Payne, 1806 Beechknoll Ave., Mississauga, Ont. L4W 3V2
Cheques payable to COEO, please. *No postdated cheques *

Can we give out your telephone number if someone needs a ride? Yes _____ No _____

How many years have you attended Make Peace? _____ Is this your first year? _____

Cancellation: We have a cancellation policy that is stated on your acceptance letter.
Please write or call as soon as you are aware that you can not attend the conference.

W. J. (Jack) Eastaugh

Artistic expression has always been a focal point in Jack's life.

Pathways is pleased to introduce the art of W.J. (Jack) Eastaugh. Jack has enjoyed an admirable career as an Ontario Teacher, a vibrant program director in the early days of Summer Camping, and as an artist. He continues in an informal manner in each of these activities today, while he coordinates world tours for retired teachers. Below is an extensive bio-sketch that charts out Jack's active career. Artistic expression has always been a focal point in Jack's life. His Algonquin cottage, works throughout the Taylor Statten Camps and Lancrigg Studio in the Orangeville area are all evidence of a keenness of expression and spirit to capture Canada's north woods and its colourful heritage.

There are many among us in COEO's numbers who are young Jack Eastaugh's with talents at sketching and otherwise. It is hoped Jack's art spread throughout Pathways 1991/92 issues will serve as an inspiration for future submissions from our budding talents and established skilled members.

Jack and his wife Elizabeth are both inspirations. We hope these notes and the art enclosed can come close to meetings and chats enjoyed by many on Canoe Lake, Algonquin Park and at Jack and Elizabeth's studio home. Why not call about a visit?

Sketches in this issue are from Jack's earlier publication, Algonquin Sketches. Future issues will feature works drawn specifically for *Pathways*. Thanks Jack.

The Editors

W.J. Eastaugh B.A., B.S., W. M.Ed.
Lancrigg Studio
R.R.1, Orangeville
L9W 2Y8
(519) 941-0882

- 1928 1 Year of Art Training at Danforth Technical School
- 1933 To Toronto Normal School
- 1934-35 Taught at Bowmanville Training School for Boys
- 1936-37 Taught at Danforth Park Public School—East York (which he had attended)
- 1938-40 Victoria College for B.A. Worked at Broadview Y.M.C.A. 25 hours per week in Boys' Work.
- 1941-42 Taught at Danforth Technical School — English, History, Phys. Ed.
- 1943-45 Overseas as pilot in R.C.A.F.
- 1946-55 Returned to teaching at Danforth Tech. for two months and left to re-open training Schools for Boys at Galt and Bowmanville. Was Superintendent for 10 years.
- 1955-73 Principal of Public School in Etobicoke for 10 years. Principal of High School in Etobicoke for 10 years.
- 1973 Retired age 59.
- 1973-85 Chairman — Ministers' Council for the Treatment of the Offender in Ontario, under the Ministry of Corrections. Extensive travel in Ontario and Canada visiting institutions and studying the plight of our native population in jails.

1973 to present Leading groups of retired teachers on 37 trips all over the world including two Around the World tours. Countries toured include Russia, South Africa, Australia and New Zealand (4 times), The Orient, Med. countries, Europe, British Isles, Portugal and Madeira (10 times), Most Caribbean Islands, Cuba, Hawaii, Fuji, Easter Island, India, China, Egypt, Turkey, Yugoslavia, Bulgaria, Hungary, Rumania.

Illustrated one book for Ralph Brice; one for George Garland.

Published "The Indian Council Ring" (distribution all over North America), "Algonquin Sketches"

Camping:

- 1929-34 Camp Sunfish. Toronto Islands with East York Y.M.C.A. Program Director
- 1934-36 Camp Schofield. Camp for delinquents at Bowmanville. Program Director.
- 1937-42 Camp Ahmek. Counsellor, Section Director, Program Director.
- 1954- Camp Douglas. Whitefish Lake, Algonquin. Program Director.
- 1955-57 Camp Ahmek. Section Director.
- 1958-70 Camp Ahmek. Program Director.
- 1971 to present Camp Ahmek. Assistant to Director and Artist in Residence.



by Jennifer Shin

I think what attracted me the most about YCI was the fact that this organization believed in personal empowerment and positive civic engagement.

I have about 6-7 weeks before I go to Costa Rica to embark on a challenge of a lifetime. I'm really excited about being involved with YCI (Youth Challenge International). I'm really glad that I did a lot of searching through different volunteer organizations before finding YCI. I think what attracted me the most about YCI was the fact that this organization believed in personal empowerment and positive civic engagement. And these two things are something that I've been striving for. It's wonderful to know that all 50 challengers across Canada have an input and say in each phase of the projects that we are going to be working on. It's been pretty crazy here getting prepared. I've been taking Spanish lessons, first aid courses, learning how to use power tools, procuring all medical equipment, tools, books, etc....

I'm starting to get really excited about the whole thing, but also, I've been feeling a lot of anxiety too. I hope that I'm strong enough physically, mentally and spiritually. I guess the true test will be when I get down there. Each of the projects that we'll be involved with are ones that the community in Costa Rica has addressed a need for. The aspect of this organization that I like the most is to try and keep the projects indigenous as far as building supplies etc., goes. And the fact that in each community that we are going to work in, the community must get involved and do their part so that when we leave, they will be able to continue on. The whole philosophy of YCI is that all projects must be sustainable and be able to be maintained after our departure. So it's not like "Canadians" go in, do their work and then leave. It's truly a cooperative type of endeavour.

The government of Costa Rica has leased 310 hectares of prime rain forest land to a community Santa Elena which borders it. The community has asked YCI to help their community to build an educa-

tional facility and develop an ecotourism reserve. The most exciting thing about this project is that the Santa Elena high school will be involved in running the educational centre as well as providing jobs to the students to maintain the reserve. We're trying to get Canadian high schools involved by challenging Canadian high school students to fund raise money towards this project. Any high school that can raise \$1,000 will be eligible to send a representative to come down to Costa Rica for a week in February to work on the project in whatever phase it will be in at that time. Isn't that great?!! There's a brochure that we made up to help promote it. This project I think will be really exciting because it opens up new routes for future Canadian high schools to create a North/South link with the Santa Elena high school.

Jennifer Shin graduated from university in 90/91. She is following her keen interest in outdoor education.

The Rain Forests of Costa Rica

Costa Rica's rain forests are among the most threatened in Central America.

In 1950, 72% of Costa Rican land was covered with lush, green rain forest. By 1985, that amount had been cut to 26%. At that rate, by the year 2000, there will be NO rain forests left in Costa Rica. As in many other countries in the world's vast rain forest areas, huge tracts of timber are being cut down for fuel or burned to make way for agriculture.

The ecologically concerned people of Costa Rica have asked for international assistance in preserving this valuable resource. The Santa Elena Rain Forest

Project was born as a response to this urgent request.

What is the Santa Elena Rain Forest Project?

The community of Santa Elena borders the Monte Verde Conservation Area in central Costa Rica. Within this region there are large areas of prime rain forest. The Government of Costa Rica has granted the Santa Elena Community High School a 10-year lease on 310 hectares of rain forest. Together with the community and rain forest experts, Youth Challenge International will establish an Ecotourism Reserve on the land.

The development of the land will:

- protect the environment of the area
- directly benefit the local community by providing jobs for the people of Santa Elena as guides, reserve rangers, and education centre hosts
- provide an income for the Santa Elena High School which will be used to pay for new courses in Ecology, Biology and English Studies
- give Costa Rican and International students a centre for practical rain forest study

How You Can Meet the Challenge

Youth Challenge International is challenging Canadian high school students to help the Santa Elena High School raise enough money to make the Rain Forest project a reality. Every high school that raises \$1000 between **September 9 and November 15, 1991** will be entered in a draw to send a representative to Costa Rica for one week in **February 1992**, to visit and work side by side with international Challengers at the site.

As well, SANYO Canada Inc. will donate a 21" stereo colour television and a four-head, double-azimuth video cassette recorder to the school raising the most money for the project.

Rules:

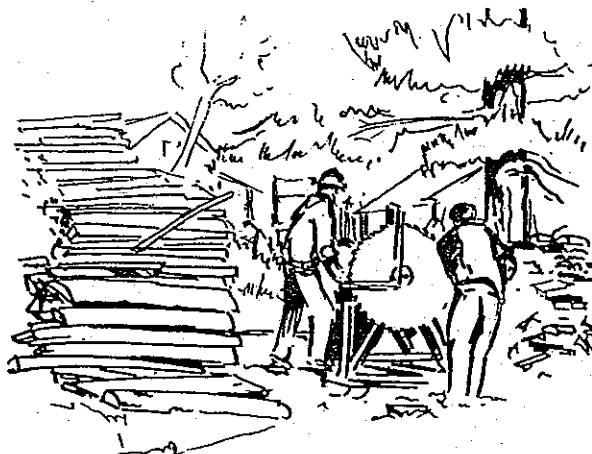
All Canadian high schools are welcome to enter. Schools must be registered with Youth Challenge International by September 30, 1991. Fundraising must be completed by November 15, 1991. Schools raising \$1000 or more will be eligible to have a representative join the international project team in Costa Rica.

The three schools raising the most money will automatically have a representative join us in Costa Rica. School representatives will spend one week in Costa Rica, all expenses paid, in February 1992.

To register your school, please contact:

Youth Challenge International
11 Soho Street
Toronto, Ontario
M5T 1Z6
(416) 971-9846
FAX: (416) 971-6863

This information is from the Youth Challenge International brochure concerning the Santa Elena Rain Forest Project.



Editor's Note:
While this information is out of date, the challenge is so significant that we include it for your information.

Citizens for a Lakeshore Greenway

The public is saying yes to the concept of a Lake Ontario greenway from Burlington to Port Hope. At a meeting on June 20 in Toronto, members of the public gathered to form Citizens for a Lakeshore Greenway.

After calls by Environment Minister Ruth Grier and Royal Commissioner David Crombie that a shoreline trail be set aside along Lake Ontario, a wide cross-section of people representing potential trail users and lakefront residents have shown a willingness to become actively involved. Participants at the founding meeting established not only the new association's direction but approved a constitution and a 10-member board of directors as well.

As their name implies, Citizens for a Lakeshore Greenway hold among their principal concerns public accessibility and environmental protection as far as the future of the Lake Ontario waterfront is concerned. As stated in their constitution, one of their first objectives will be to promote, plan and advocate a public lakeshore greenway — a green corridor that will preserve and restore the fabric of nature through city, suburban, and rural areas.

The president of the association, Boris Mather, is an active member of the Toronto Hiking Club, Friends of the Spit, and the BTA. "It is essential to have public input at every stage of the planning process," he commented. "In fact, this is the *raison d'être* of our association. At present, nothing is carved in stone and we are seeking close co-operation with all government and community groups. We welcome new members and their ideas."

Planning is currently underway for public walks, information meetings and

fund raisers sponsored by the group. The directors hope to have local chapters established in each lakeshore community from Burlington to Port Hope in the near future.

Anyone wishing to join Citizens for a Lakeshore Greenway or receive further information may write to P.O. Box 1067, Station Q, Toronto M4T 2P2.

Rails to Trails: Province Needs a Push

By Jill Leslie

Everyone agrees that abandoned raillines would make fine recreational trails, with all kinds of advantages for enjoyment, health and tourism — but where's the action? The Interministerial Committee on Abandoned Railway Rights-of-Way has been studying the lines for three long years and has finally completed a report. Now we learn that the report will not be acted upon — "too much money."

Come on, fellows — the sums involved are trivial compared to the cost of an arena, much less the SkyDome. Let's put a little money into non-competitive recreation, for a change.

Readers, make your voices heard! Bob Rae's number is (416) 325-1941 and his address is Office of the Premier, Queen's Park, Toronto M7A 1A1. Those railines are an opportunity that will not come again. Let's get the provincial government back on track.

Thanks to Outlook; Hike Ontario Newsletter, Fall 91.

The National Trail

Jim Feeley, new president of the National Trail, has just started a newsletter to keep people informed about trail developments across the country. The first two issues look like "must" reading — 12 pages, thick with information. Subscription and individual membership cost \$20, so let's give him our support.

Jim is putting together a submission for hikers for the upcoming Canadian Parks Service Policy Review. We'll be asking for a National Trail System as part of Canada's heritage program. Hearings will be held across Canada — please let Jim know (613) 722-8108 if you can attend a meeting in your community, probably in the New Year. The background document, "Canadian Parks Service Proposed Policy," can be ordered, free, by telephoning the Environment Canada Enquiry Centre (819) 997-2800.

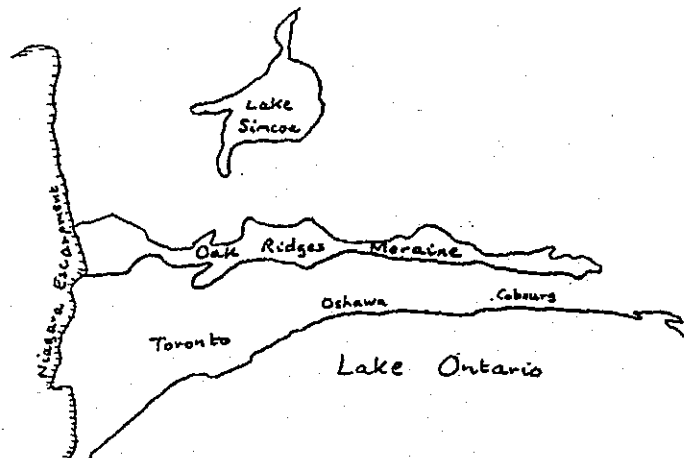
You can find out more about National Trail plans at Hike Ontario's annual general meeting on October 26th where Jim will be giving a presentation. Send subscriptions to NTAC, Box 3098 Stn. B, Calgary, Alberta T2M 4L6.

Thanks to Outlook: Hike Ontario Newsletter, Fall 91.

Oak Ridges Moraine Trail

A Hike and Public Meeting was conducted Sunday, October 6th at Seneca College, King Campus, to consider the proposed Oak Ridges Moraine Trail, Orangeville to Northumberland County.

The Oak Ridges Moraine is the height of land north of Lake Ontario, extending from Orangeville in the west to Northumberland County in the east. As the hilly, sandy soils are not suitable for agriculture, forest cover has been planted or preserved and the hills and forest provide a haven for wildlife and for people seeking the



outdoors. The Oak Ridges Moraine is the headwater and major recharge area for rivers flowing through Toronto down into Lake Ontario. Recently the area has come under increasing development pressure because of its proximity to Toronto.

Hikers have long talked of creating a trail along the Oak Ridges Moraine to link the Bruce Trail and the Ganaraska Trail. The suggestion was also contained in the Crombie Commission report and this summer the Metropolitan Toronto and Region Conservation Authority has conducted a study into possible trail routes. The meeting decided whether we want to start a new trail organization to create a trail along the Oak Ridges Moraine.

For more details contact Paul Peterson (423-4229) or Steven Greenland (889-3238).

Leslie M. Frost: Natural Resources Centre

Jan. 16-18, 1992

School Use of Interpretive Facilities co-sponsored by the Frost Centre and Interpretation Canada, Ontario Section (Contact Dave Gibson 705-766-2451)

A 2 1/2 day workshop related to the school use of natural and historical interpretive programs and sites. Best suited to interpretive centre staff.

ECO-ED — A Unique Opportunity!

by Joan Thompson

Mark October 17 to 21, 1992 on your calendars now! Those are the dates of ECO-ED — A World Congress for Education and Communication on Environment and Development. This international event will bring together educators, scientists, business people, and members of governments and non-governmental groups to share the most up-to-date information on the world's most pressing environment and development issues.

Increasingly, business, industry and government are realizing that if their messages are to reach the public, they must cooperate with those who best know how to disseminate information — educators, trainers and media communicators. As professional educators we know the value of effective information gathering, critical thinking and decision making skills. We understand child development and learning styles. We have a repertoire of many proven teaching techniques. It is one thing to be familiar with an issue such as global climate change, or poverty, and quite another to decide the most effective way to communicate those issues to a seven year-old child or to a new Canadian adult learner.

What ECO-ED will do is to allow all who have an interest and a stake in environment and development areas to share their knowledge with educators who, in turn, will share how best to impart the knowledge, skills and attitude to foster environmental literacy. As outdoor educators, we have known for years the value of first hand experiential learning in fostering understanding and respect for natural systems. Other educators are now looking at us for guidance and leadership as the need for environmental literacy and competence becomes crucial.

The History

In the spring of 1990, COEO entered into an agreement with NAAEE (The North American Association for Environmental Education), to co-sponsor a conference in Toronto in the fall of 1992. NAAEE had twice before held their annual conference in Canada, once in Banff and once in Quebec City. Both were very successful, and the organization was eager to return to Canada. COEO had twice before co-sponsored highly successful international conferences (Man and the Environment Impact I and II.)

Chuck Hopkins, who is a member of both organizations, was asked to chair this undertaking. Joan Thompson (also a member of both COEO and NAAEE) was asked to act as COEO liaison on the steering committee. Chuck is also a member of Canada's Man and the Biosphere Program, and through this organization has many contacts across the country and internationally. The more he pursued the idea of this joint conference, the more it began to take on international proportions.

UNESCO (The United Nations Educational, Scientific and Cultural Organization), The International Chamber of Commerce, and UNEP (the United Nations Environment Programme) were approached, were interested, and have agreed to become co-sponsors.

Environment Canada seconded Dr. Nola Kate Seymoar, Director General of Special Projects, to work fulltime as Executive Director. Hans Jansen of the Bay Consulting Group was contracted to help raise the kind of money necessary for an endeavour of such proportions. (No mean feat in this times of recession!) A conference planning company, Congress Canada, was hired to

handle the administration and registration of the expected four to five thousand participants.

We are very fortunate that two well known leaders in the areas of environment and development have agreed to be honorary co-chairs of the Congress — John Fraser, Speaker of the House of Commons, and Dame Nita Barrow, Governor General of the Barbados. Steven Lewis has agreed to help us in an advisory capacity and to give a plenary address.

The Scope

ECO-ED is now a multi-faceted project which includes the following:

- the ECO-ED Conference;
- the ECO-ED Partner Events (pre-conference events proceeding the main conference);
- the ECO-Exposition (an exposition by corporations, government and environment and developing organizations which will present their policies and programs to protect the environment while advancing development. It will include the latest in curriculum materials and other resources for educators);
- the ECO-ARTS Festival (a number of performances and shows by recognized artists, musicians, dancers etc., who express their concern for the planet through their art);
- ECO-LINK (regional ECO-ED networks throughout the world which enable representatives of education, business and government to work together on education and communication about a particular environment or development issue of concern to particular areas. Members of these "round tables" will meet and share with delegates at ECO-ED in Toronto in October '92);
- ECO-ED TRUST (a fund to support ongoing projects which are identified at the Conference as continuing long-range

outcomes of ECO-ED).

For more detailed information regarding any or all of these components of ECO-ED, write:

ECO-ED
110 Eglinton Ave. W., 3rd Floor
Toronto, Ontario
M4R 1A3
(416) 482-9212

What About COEO?

Where do COEO and NAAEE fit into all this now? Obviously the original concept of the conference has gone light years beyond anything either of our organizations had ever envisioned. We are still definitely involved and have a vital role to play.

Through ECO-ED, our members will have the opportunity to participate in an international gathering with global outlook and implications. COEO in particular, has the opportunity to showcase all that is rich in outdoor and environmental education locally, while making important links with like-minded people from within education and across sectors both in Canada and beyond.

Officially COEO and NAAEE are recognized as the original Organizers of the ECO-ED Conference portion of the event. I still represent COEO on the central steering committee (along with Gus Medina from NAAEE.)

COEO has two members on the Programme Committee, Skid Crease and Jiiva Somerville. Both of these members have insights and contacts into many of the programme areas, and will provide strong voices for the practitioner in the field and the classroom.

In addition, some of the many other COEO members who have been playing significant roles:

- Ralph Ingleton, with his many years of experience and his past involvement in

*We are
definitely
involved and
have a vital
role to play.*

the Man Environment Impact Conferences has been an invaluable source of wisdom.

- Brent Dysart, in addition to being a member of both COEO and NAAEE, has contacts with the International Joint Commission on the Great Lakes and with Rotary International. These connections will provide both programme impetus and a source of international students for the student pre-conference.
- The supervisors of the Metro Toronto School Board Field Centres have generously set aside space for students in the week preceding the conference for a pre-conference of international and local students.
- Bob Henderson and Dorothy Walter have offered assistance and their considerable experience in helping to plan some of the ECO-Festival events.
- Cathy Beach helped to promote the event at the recent NAAEE conference in St. Paul and continues to pledge support.

COEO members as usual have been generous in offering their time and expertise. In the early stages of this undertaking it has not been easy to focus on where to best use this volunteer energy. We are at the stage now where it is becoming clearer how COEO can most effectively help.

In addition to the important and time-consuming Programme Committee, there is a need for a Local Hospitality Committee to develop a plan for billeting international visitors. The cost of staying in Toronto was one of the most common concerns expressed by NAAEE members at their recent conference. COEO members are famous for their hospitality, and this will be an important role for us. Not only will it provide a needed service, but it will give us all the opportunity to meet and host a delegate from "away".

Another area where the logical planners

are COEO members is in the Field Trip portion of the programme. Toronto is within easy distance of a diverse and rich environmental heritage. Who better than our members to develop and organize trips for educators from around the world?

Both the Hospitality and Field Trip Committee will begin work immediately on these important areas. If you would like to be part of either, or to suggest ideas for these areas please call Joan Thompson at (416) 396-2200 (days) or (416) 423-7391 (evenings). If you just want to be available for jobs for short periods of time at the conference, we need you too!

For about \$200.00, for a five day package (not including accommodation and meals), COEO members and other educators throughout the province, will be able to hear the best "experts" in the areas of environment and development from around the world. Consider it your ticket to Brazil '92 without the airfare!

ECO-ED will be unlike any other COEO Conference. Even though it is large in scope, COEO traditions such as the Annual General Meeting and banquet will remain. There will be provision for our members to meet and socialize as usual, and opportunity to mix with our co-hosts from NAAEE as well as with delegates from around the globe.

Excitement and anticipation is mounting. Working on this event and participating as a delegate will change not only the way you teach, but quite possibly, how you view the world.



O pening the Door

This is the piece missing from my soul. The only person who can put it back in place is myself. No one else.

I have to search high and low for it. Not in

vacation spots or material objects. I will never find it there. I will never find it through other people and other people will never find it for me. This is my challenge to myself. I challenge myself to find this puzzle piece through challenges, through Christ, through knowledge, and through sacrifice. This piece missing is not just one color or one idea. It is a rainbow of color and a text book of information but this piece cannot be found in a library without much searching nor can it be found in a watercolor kit without much experimenting. I understand that this challenge I have accepted will take lots of energy and deep thought but what matters more: a new sense of self or a few sleepless nights? This piece is out there. It always has been. I just never felt it important to reach out and grab it but I feel that it is time to put my life in perspective. I am 16 years old and I have absolutely no direction to travel in. I have one year of high school left and I have no career choices. I have no college choices either except for the ones every smart child should go to. I want to be independent, make my own decisions and learn from my own mistakes. That is the only way to find my true soul. It's time to grow up and learn from others and even make amends with my sister. It is time to find what has been missing in my life for all these years. I don't know what it is. It could be love, could be knowledge, would be lots of things. Only time will time what it is along with lots and lots of searching!!!

My Missing Puzzle Piece

Kathie Hanna

Kathie Hanna is currently a grade 12 student from Bowling Green, Ohio. This piece was written while in Temagami attending the Earthlens Program sponsored by Phillips Academy, Andover, Massachusetts, U.S.A. For more information see article on Earthlens in *Pathways*, Vol. 3, No. 3.

Days of Sun and Wind

Review by Bob Henderson

*He celebrates
outright
inspiration
from nature
with each
song.*

Ian Tamblyn entered the Canadian music scene in a humble but inspired way. Beginning with his self-titled 1976 release, this folky singer-songwriter has produced a rich collection of songs often drawing their inspiration from the Canadian landscape. "Northern Journey" and "Ghosts of the Homestead" from 1976, "Campfire Light" from 1978 and "Trade Winds" and "Cold Wind in the Caribou" from the 1980 release, *When Will I See Again*, easily spring to mind as gems from earlier recordings. In the 1980's, Ian's music often turned to a rockier-urban sound, while the late 80's saw Ian produce two records of his tasteful musical accompaniment to wildlife sounds. These instrumental recordings, *Over My Head* and *Magnetic North* won Ian a Juno nomination in 1990.

Both prolific and highly versatile, Ian has apparently thrived while defying the big

business music scene. Ian's recent releases are self-produced in local studios and are self-promoted and self-distributed as well. A small fish in a big sea of music, he has created a niche with an admirable and fitting personal approach. The strength of his songs allow for the success of this approach.

To my tastes Ian is at his best as a stripped down voice and guitar/piano songwriter. He returns to this simple and direct format for a new release. *Days of Sun and Wind* does more than suggest inspiration from nature, it celebrates this inspiration outright with each song. (In the early 1970's, this recording might be called a "concept" LP.) There is no environmental political message, no reminder of our misguided mega-projects. Rather, with these songs we celebrate the "green on green" and coming "back again to the regrowth" of Vancouver Island. We ride



with a horseman towards the coastal mountains; "it's so beautiful you just have to light another cigarette." We wonder how in the world, "did we come to be" and go riding with the moon in the maples in the Gatineau hills north of Ottawa.

We also share a Lake Superior campfire with the best campfire song I know; the released beautifully simple, "Campfire Light."

This is an uplifting spiritually oriented recording, inspired by nature's beauty, not our role in its destruction. This message of celebration seems most critical to hold only given the big picture of one's life. Such sentiment rings clear here. Ian is saying, get outside and ENJOY.

Here is an artist who has been working in the backwater of the Canadian music scene for over fifteen years. He is an artist at the headwaters of our emerging engagement with nature. One you will want to accompany downstream.

To acquire the recording *Days of Sun and Wind* (in cassette format only), or *Over My Head* and *Magnetic North* (cassette or CD), write: North Track Records, Box 68, Station B, Ottawa, Ontario, K1P 6C3.

Ian Tamblyn - Biography - 1991

Provided by North Track Records

Ian Tamblyn is a musician, composer, and playwright. As well as playing piano, guitar, synthesizer, and hammered dulcimer, Ian composes music ranging from contemporary folk to avante garde. He has recorded twelve albums or cassettes of his own material, and has acted as producer for many well-known Canadian musicians. He has written seven plays and composed the soundscapes for fourteen other productions. His most recent play, *Land of Trash*, is currently on tour with the Green Thumb Theatre Company.

Over the past five years, Tamblyn has travelled with a group of scientists from California to the Bering and Chukchi Seas and the Gulf of Alaska, acting as artistic observer, and studying gray whales, walrus, and sea otters. In the summer of 1988, he served a similar role canoeing the Nahanni River. A trip to the Antarctic was planned for the fall of 1990. Inspired by these trips to compose, Ian has recently released an album of environmental music called *Magnetic North*. A cassette of his theatrical soundtracks is available.

Discography:

Moosetracks	1970
Ian Tamblyn	1976
Closer to Home	1978
When Will I See You Again	1980
Dance Me Outside	1982
Sandinista	1982
1997	1984
Northern Affairs	1985
Politics	1986
Over My Head	1986
Ghost Parade	1988
Magnetic North	1989
Days of Sun and Wind	1991

So You've Never Met an Outdoor Educator

by Gabe Serafini

*I mean
nothing could
have prepared
me for what
lay in store....*

Imagine this: my first trip to an outdoor conference. Well you must realize, I have had minimal exposure during my lifetime. I mean yes, I had taken one outdoor education course at university and I went to summer camp for a week. I even learned the "J stroke." I have been orienteering before and to the Grand Canyon. But nothing — and I mean nothing — could have prepared me for what lay in store....

I arrive. This is a convention right? O.K., no big deal. I've been to Dale Carnegie conventions: shirts, ties, skirts, suits, alligator shoes, styrofoam cups, briefcases. Convention attire isn't it? But wait . . . I see some of the finest hiking boots ever manufactured and probably some of the first models ever invented as well. Oh my!!! Am I in the right place? These granola-crunchers have bark tied around their necks. Are they going to gnaw on it? Hold on, let me get a little closer. Oh for heaven's sake, it's a name tag. How resourceful and environmentally friendly; two of the most popular expressions among outdoor educators!

"Sure looks like they're eating a fibrous diet!"

"Who? What? Where? What fibre? I'm starving!"

"No, no, No! The deer!"

Oh my. This guy was examining deer shit. Who are these people really? They must belong to a cult! They all have coffee mugs strapped to their hip-sacs and most of them have backpacks and they were fondling deer shit. Sure cult signs! One guy was up at night studying the stars and he thinks he saw Jupiter. I wonder if he saw Kazoo and Fred and Barney too! Maybe

they're aliens or from some other planet. Someone please tell me where I am! We kept on hiking and walking and talking and then we stopped to dine.

"Dining! Oh good, I'm hungry! Where can I sit?!"

"Hey kid — there's a lovely spread laid out right over there."

Yes in fact there was lovely linen and crystal spread all over the dead foliage and deer shit and we did have a wonderful standing lunch. We thoroughly enjoyed some granola and flax seed bread with cheese.

This glorious day did come to an end and I returned home. While the outdoor educators camped out in Dundas for the weekend, I returned to my work at a smoky, crowded bar. The outdoor educators continued sharing education and they "bonded" and "connected" all weekend. The next week I returned to the valley alone to find some tranquillity in the forest. Those crazy outdoor educators can teach too. And, I didn't even realize I was learning something. There really is magic in the trees!

Gabe Serafini was an invited guest for the country ramble session at the annual conference, 91, at Canterbury Hills. Gabe, an actress, writer and fitness buff, was a visiting Windigo for the "spirit visit" ramble session. Gabe felt that she received more spirit than she could possibly convey while visiting our conference.